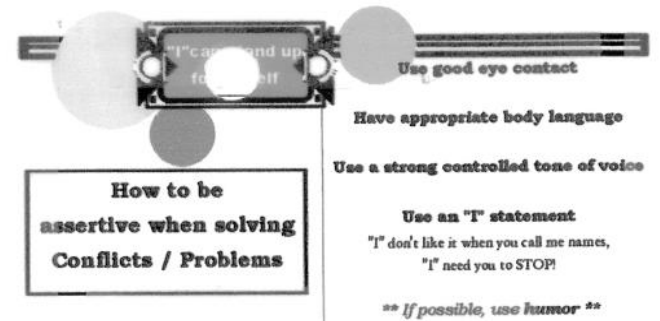


## Utah CGP- Guidance Activities Results Report (Large Group) 2004-2005\*

School: Rocky Mountain Middle School

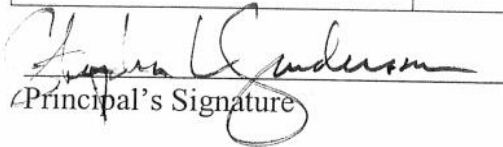
District: Wasatch School District

Counselor	Annette Probst and Allan Whitmore
Target Group	All sixth grade students
Curriculum and Materials	Bully/Harassment Cards and presentation. Assertiveness Cards and presentation. Handling Feelings Presentation. Non-Verbal Communication Presentation. Harassment Survey and Results Follow-up. Building Empathy Presentation.
Start Date/End Date	8/30/2004 to 5/13/2005
Process Data (# of students affected)	All 308 Sixth Grade Students were affected. There were nine counselor led classroom presentations in each of the 10 sixth grade classes = 90 classroom presentations dealing with bullying/harassment subjects.
Perception Data (Pre and posttest competency attainment or student data)**	A harassment survey was given to all sixth grade students at the end of November and first of December, here are some of the results of that survey. <div style="margin-left: 40px;"> 93% of male students feel safe at RMMS.  98% of female students feel safe at RMMS.  92% of male students feel safe in their homeroom class.  85% of female students feel safe in their homeroom class.  The Lunchroom is perceived as the safest area of the school.  Students are more aware of when others bully them, than when they bully others. </div> See attached harassment survey results. It is very informative and has a lot of information.
Results Data (How did the student change as a result of the lesson or activity)	Steve Sanderson, the assistant principal, reported that substantiated harassment reports were four times greater in the first semester than the second semester. He also stated there was only one male student who had more harassment issues in the second semester than in the first semester.
Implications (What does the data tell you? What can the student do with this now?)	According to the Process Data, sixth grade students should be able to identify what harassment is and how to assertively deal with it. Students should be more empathetic with each other. Students should have more coping skills when it comes to dealing with their own feelings. Students should be aware of how their non-verbal communication sends messages to others. According to the Perception Data, sixth grade students generally feel safe at RMMS. Males tend to harass by physical methods and female tend to use emotional methods. We know that students feel more safe where they



feel adults are watching like the classroom and lunchroom, and they feel less safe where there is less of an adult presence like the restroom and in the hallways. Students were presented with this data and they were made aware of it as well.

According to the results data, harassment decreased by 75% from 1<sup>st</sup> semester to 2<sup>nd</sup> semester. The decrease most likely can be explained by the harassment education that was given to the sixth graders **and** by the follow up consequences handed out to those who were doing the harassing. Emotional harassment, according to Mr. Sanderson was much harder to substantiate, therefore harassment was probably happening, but could not be proved. It is felt that emotional harassment happens more frequently than physical harassment.

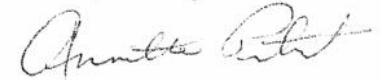
  
Principal's Signature

6-1-05  
Date

Opening Staff meeting  
Date of Staff Presentation 2005

Allen Whit  
Prepared By

\*adapted from the ASCA Model: A Framework for School Counseling Programs



## Utah CGP- Guidance Activities Action Plan (Large Group) 2004-2005\*

School: Rocky Mountain Middle School

District: Wasatch School District

Target Group: Sixth Grade Students

Target Group selection is based upon the following data/information/ School improvement goals: School Improvement Goal #3—To enhance the community environment for students during the 2004-2005 school year the number of discipline referrals will be decreased by 25%. (Other community environment areas may include: attendance, tardiness, suspensions, classroom disruptions, academic learning time, etc.).

Intended Behavior	Reduce the number of bullying and harassment issues reported in the school. Increase assertiveness skills of the students to deal with bullying and harassment.
Identify the Utah CGP Student outcome for the Desired Result for Student Learning	Standards Draft PS:A Students will develop skills to understand and appreciate themselves and others. PS:B Students will identify and utilize processes to set and achieve goals, make decisions, and solve problems. PS:C Student will develop the resiliency skills necessary for safety and survival.
Activity to be Delivered in What Manner?	Counselor classroom presentations
Resources/ Staff Development Needed.	--Teachers should be present during counselor presentations. --Classroom Presentation Schedules. --Bullying/Harassment cards. --Assertiveness cards --Video: Gossiping, Taunting, Bullying: It's All Harassment. --Harassment survey pre and posttests.
Evaluation Method (how do you measure results?)	Compare office referrals from first semester to the office referrals in the second semester Compare results of assertiveness pre and posttests Study and review results of the harassment survey pre and posttests
Start/End Dates	Start: September 2004. End: May 2005
Projected # of Students Impacted	295-310

*Shirley Gorse*  
Principal's Signature

13 Oct 04  
Date

\_\_\_\_\_  
Date of Staff Presentation

*Alana But*  
Prepared By

\*adapted from the ASCA Model: A Framework for School Counseling Programs

*Alana But*

# Sixth Grade Harassment Survey 2004-2005

1. I am: (A) Female (B) Male

2. At Rocky Mountain Middle School I feel:

- (A) Mostly happy and safe (B) Happy and safe  
(C) Unhappy and unsafe (D) Very unhappy and unsafe

3. In my classes I feel:

- (A) Very safe (B) Safe (C) Sometimes Safe (D) Not safe

4. At my locker I feel:

- (A) Very safe (B) Safe (C) Sometimes Safe (D) Not safe

5. Walking in the hallways between classes I feel:

- (A) Very safe (B) Safe (C) Sometimes Safe (D) Not safe

6. In the bathrooms I feel:

- (A) Very safe (B) Safe (C) Sometimes Safe (D) Not safe

7. During my lunch I feel:

- (A) Very safe (B) Safe (C) Sometimes Safe (D) Not safe

8. Before the tardy bell rings to begin my day I feel:

- (A) Very safe (B) Safe (C) Sometimes Safe (D) Not safe

9. After I am excused to home from school I feel:

- (A) Very safe (B) Safe (C) Sometimes Safe (D) Not safe

10. Walking or riding the bus home to or from school I feel:

- (A) Very safe (B) Safe (C) Sometimes Safe (D) Not safe

11. How often have you teased someone in a mean way:

- (A) every day (B) 1 or 2 times a week (C) 1 or 2 times a month (D) 1 or 2 times a year (E) never

12. How often have you threatened someone:

- (A) every day (B) 1 or 2 times a week (C) 1 or 2 times a month (D) 1 or 2 times a year (E) never

13. How often have you left someone out on purpose:

- (A) every day (B) 1 or 2 times a week (C) 1 or 2 times a month (D) 1 or 2 times a year (E) never

14. How often have you hit kicked or pushed someone intentionally:

- (A) every day (B) 1 or 2 times a week (C) 1 or 2 times a month (D) 1 or 2 times a year (E) never

15. How often have you spread rumor about someone:

- (A) every day (B) 1 or 2 times a week (C) 1 or 2 times a month (D) 1 or 2 times a year (E) never

All

265

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	124	47	157	60	116	44	98	38	86	33	107	41	129	49	121	46	133	50	115	44	9	4	7	3	3	1	8	3	3	1
B	141	53	93	35	116	44	106	41	113	43	104	40	108	41	111	42	98	37	103	39	52	20	14	5	22	8	23	9	13	5
C			8	3	28	11	43	17	54	21	44	17	22	8	25	10	25	9	41	16	71	27	33	13	64	24	53	20	38	14
D			5	2	3	1	12	5	10	4	8	3	4	2	5	2	9	3	5	2	72	28	67	26	62	24	79	30	55	21
E																					53	21	142	54	112	43	101	38	155	59
	263		263		259		263		263		263		263		262		265		264		257		263		263		264		264	



#1  
27

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	14	52	16	59	12	44	9	33	7	26	8	30	17	63	11	41	13	48	14	51	2	7	1	4	1	4	1	4	0	0
B	13	48	8	30	12	44	13	48	11	41	14	52	8	30	12	44	8	30	6	22	3	11	1	4	0	0	1	4	0	0
C			2	7	2	7	4	15	8	30	3	11	2	7	4	15	5	19	7	26	6	22	0	0	3	11	2	7	5	19
D			0	0	0	0	1	4	1	4	2	7	0	0	0	0	1	4	0	0	11	41	7	26	7	26	11	41	4	15
E																					5	19	18	67	14	52	11	41	17	63

#2  
24

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	15	63	11	46	10	42	8	33	9	38	12	50	11	46	12	33	10	42	7	29	1	4	1	4	0	0	1	4	0	0
B	9	38	12	50	12	50	6	25	9	38	6	25	12	50	7	29	11	46	14	58	3	13	0	0	1	4	1	4	0	0
C			1	4	2	8	7	29	6	25	6	25	1	4	4	17	2	8	2	8	7	29	4	7	5	21	4	17	2	8
D			0	0	0	0	2	8	0	0	0	0	0	0	0	0	1	4	1	4	6	25	7	29	6	25	7	29	6	25
E																					6	25	12	50	12	50	11	46	16	67

#3  
27

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	14	52	17	63	11	41	7	26	5	19	9	33	9	33	11	41	9	33	12	44	1	4	1	4	1	4	1	4	1	4
B	13	48	9	33	14	52	11	41	15	56	13	48	15	56	16	59	14	52	9	33	5	19	0	0	2	7	4	15	0	0
C			0	0	2	7	8	30	7	26	5	19	3	11	0	0	4	15	6	22	6	22	3	11	5	19	4	15	1	4
D			1	4	0	0	1	4	0	0	0	0	0	0	0	0	0	0	0	0	7	26	7	26	7	26	6	22	4	15
E																					8	30	16	59	12	44	12	44	21	78

#4  
24

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	10	42	18	75	10	42	14	58	9	38	15	63	12	50	15	63	16	67	13	54	1	4	0	0	0	0	1	4	0	0
B	14	58	5	21	10	42	6	25	10	42	7	29	9	38	8	33	6	25	9	38	3	13	0	0	2	8	2	8	2	8
C			1	4	2	8	3	13	3	13	2	8	3	13	1	4	2	8	2	8	6	25	5	21	7	29	5	21	2	8
D			0	0	1	4	1	4	1	4	0	0	0	0	0	0	0	0	0	0	9	38	8	33	5	21	8	33	6	25
E																					5	21	11	46	10	42	8	33	14	58

#5  
28

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	11	39	12	43	8	29	7	25	8	29	10	36	10	36	8	29	7	25	9	32	1	4	2	7	0		2	7	1	4
B	17	61	12	43	12	43	16	57	12	43	12	43	13	46	16	57	17	61	11	39	8	29	3	11	5	18	4	14	1	4
C			3	11	7	25	4	14	6	21	5	18	4	14	4	14	1	4	7	25	9	32	4	14	9	32	7	25	8	29
D			1	4	1	4	1	4	2	7	1	4	1	4	0	0	3	11	1	4	3	11	9	32	7	25	10	36	8	29
E																					2	7	10	36	7	25	5	18	10	36

#6  
26

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	13	50	12	46	8	31	9	35	8	31	8	23	11	42	10	38	10	38	8	31	0	0	0	0	1	4	1	4	0	0
B	13	50	13	50	13	50	10	38	12	46	11	42	10	38	10	38	11	42	14	54	7	27	1	4	1	4	3	12	1	4
C			0	0	5	19	5	19	5	19	5	19	1	4	3	12	4	15	3	12	9	35	2	8	8	31	7	27	4	15
D			0	0	0	0	1	4	0	0	1	4	2	8	2	8	1	4	1	4	7	27	4	15	4	15	10	38	6	23
E																					3	12	18	69	12	46	6	23	15	58

#7  
30

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	14	47	21	70	24	80	15	50	14	47	11	37	22	73	17	57	21	70	15	50	2	7	1	3	0	0	1	3	0	0
B	16	53	9	30	6	20	12	40	12	40	10	33	8	27	9	30	8	27	10	33	6	20	2	7	2	7	1	3	3	10
C			0	0	0	0	2	7	3	10	8	27	0	0	2	7	0	0	5	17	11	37	6	20	9	30	8	27	5	17
D			0	0	0	0	1	3	1	3	1	3	0	0	1	3	1	3	0	0	10	33	12	40	8	27	7	23	5	17
E																					1	3	9	30	11	37	13	43	17	57

#8  
23

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	11	48	11	48	10	43	6	26	3	13	5	22	9	39	9	39	14	61	11	48	1	4	0	0	0	0	0	0	0	0
B	12	52	10	43	9	39	10	43	12	52	10	43	12	52	12	52	7	30	7	30	2	9	1	4	4	17	1	4	0	0
C			0	0	3	13	2	9	6	26	5	22	2	9	0	0	2	9	4	17	6	26	0	0	5	22	0	0	3	13
D			2	9	1	4	2	9	2	9	2	9	0	0	2	9	0	0	1	4	6	26	4	17	6	26	11	48	8	35
E																					7	30	18	78	8	35	11	48	12	52

#9  
29

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	11	38	18	62	16	55	16	55	15	52	16	55	14	48	17	59	21	72	17	59	0	0	0	0	0	0	0	0	0	0
B	18	62	9	31	10	34	10	34	7	24	11	38	11	38	9	31	6	21	10	34	7	24	2	7	3	10	2	7	3	10
C			1	3	3	10	2	7	7	24	2	7	4	14	3	10	1	3	1	3	6	21	7	24	6	21	9	31	4	14
D			1	3	0	0	0	0	0	0	0	0	0	0	0	0	1	3	1	3	8	28	3	10	8	28	4	14	6	21
E																					8	28	17	59	12	41	14	48	16	55

#10  
27

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	11	41	21	78	7	26	7	26	8	30	13	48	14	52	11	41	12	44	9	33	0	0	1	4	0	0	0	0	1	4
B	16	59	6	22	18	66	12	44	13	48	10	37	10	37	12	44	10	37	13	48	8	30	4	15	2	7	4	15	3	11
C			0	0	2	7	6	22	3	11	3	11	2	7	4	15	4	15	4	15	5	19	2	7	7	26	7	26	4	15
D			0	0	0	0	2	7	3	11	1	4	1	4	0	0	1	4	0	0	5	19	6	22	4	15	5	19	2	7
E																					8	30	13	48	14	52	10	37	17	63

All Females

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	124	100	66	54	56	46	52	43	36	29	53	43	58	47	56	45	59	48	52	42	4	3	2	2	0	0	2	2	2	2
B			54	44	48	39	34	28	48	39	45	36	50	40	48	39	46	37	46	37	15	12	5	4	10	8	7	6	8	6
C			3	2	19	15	27	22	36	29	20	16	14	11	18	15	13	10	21	17	36	30	11	9	37	30	20	16	19	15
D			0	0	0	0	8	7	3	2	6	5	2	2	2	2	6	5	4	3	33	28	25	20	21	17	37	30	28	23
E																					33	28	80	65	55	45	57	46	67	54
	123		123		121		123		124		124		124		124		123		121		123		123		123		123		124	



## Female By Teacher

#1  
14

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	14	100	9	64	6	43	4	29	4	29	4	29	8	57	6	43	5	36	6	43	0	0	0	0	0	0	0	0	0	0
B			3	21	6	43	6	43	5	36	7	50	5	36	4	29	5	36	3	21	1	7	0	0	0	0	0	0	0	0
C			1	7	2	14	4	29	4	29	1	7	1	7	4	29	3	21	5	36	4	29	0	0	4	29	2	14	4	29
D					0	0	0	0	1	7	2	14	0	0	0	0	1	7	0	0	7	50	3	21	3	21	7	50	3	21
E																				2	14	11	79	7	50	5	36	7	50	

#2  
15

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	15	100	5	33	7	47	6	4	6	40	9	60	7	47	9	60	5	33	5	33	0	0	1	7	0	0	1	7	0	0
B			10	67	7	47	2	13	4	27	3	20	7	47	2	13	8	53	8	53	3	20	0	0	1	7	0	0	0	0
C			0	0	1	7	4	27	5	33	3	20	1	7	4	27	1	7	1	7	3	20	2	13	3	20	3	20	2	13
D			0	0	0	0	3	20	0	0	0	0	0	0	0	0	1	7	1	7	5	33	2	13	2	13	3	20	3	20
E																				4	27	10	67	9	60	8	53	10	67	

#3  
14

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	14	100	8	57	6	43	4	29	2	14	4	29	4	29	5	36	5	36	7	50	0	0	0	0	0	0	0	0	0	0
B			6	43	7	50	3	21	7	50	8	57	7	50	9	64	6	43	3	21	0	0	0	0	2	14	1	7	0	0
C			0	0	1	7	6	43	5	36	2	14	3	21	0	0	3	21	4	29	3	21	1	7	0	0	1	7	0	0
D			0	0	0	0	1	7	0	0	0	0	0	0	0	0	0	0	0	0	4	29	3	21	4	29	2	14	2	14
E																					7	50	10	71	8	57	10	71	12	86

#4  
10

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	10	100	7	70	6	60	9	90	4	40	8	80	6	60	10	100	7	70	7	70	1	10	0	0	0	0	0	0	0	0
B			3	30	2	20	0	0	6	60	2	20	3	30	0	0	3	30	2	20	0	0	0	0	1	10	1	10	2	20
C			0	0	1	10	1	10	0	0	0	0	1	10	0	0	0	0	1	10	2	20	1	10	2	20	0	0	1	10
D			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	30	2	20	1	10	4	40	3	30
E																				4	40	7	70	6	60	5	50	4	40	

#5  
11

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	11	100	3	27	2	18	3	27	1	9	4	36	5	45	2	18	3	27	4	36	0	0	0	0	0	0	0	0	1	9
B			7	64	4	36	3	27	5	45	4	36	3	27	7	64	6	55	3	27	2	18	1	9	1	9	2	18	1	9
C			1	9	5	45	4	36	4	36	2	18	3	27	2	18	0	0	4	36	6	55	1	9	5	45	2	18	0	0
D			0	0	0	0	1	9	1	9	1	9	0	0	0	0	2	18	0	0	2	18	4	36	1	9	4	36	4	36
E																					0	0	5	45	4	36	3	27	5	45

#6  
13

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	13	100	4	31	5	38	5	38	4	31	5	38	8	62	6	46	6	46	4	31	0	0	0	0	0	0	0	0	0	0
B			9	69	5	38	4	31	5	38	4	31	3	23	3	23	5	38	6	46	3	23	0	0	0	0	0	0	0	0
C			0	0	3	23	3	23	4	31	3	23	1	8	3	23	1	8	2	15	6	46	1	8	6	46	2	15	1	8
D			0	0	0	0	1	8	0	0	1	8	1	8	1	8	1	8	1	8	2	15	3	28	2	15	7	54	5	38
E																					2	15	9	69	5	38	4	31	7	54

#7  
14

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	14	100	9	64	13	93	9	64	8	57	6	43	11	79	9	64	10	71	7	50	2	14	1	7	0	0	1	7	0	0
B			5	36	1	7	4	26	4	29	5	36	3	21	4	29	4	29	6	43	2	14	1	7	0	0	1	7	1	7
C			0	0	0	0	0	0	1	7	3	21	0	0	0	0	0	0	1	7	5	36	2	14	6	43	3	21	4	29
D			0	0	0	0	1	7	0	0	0	0	0	0	1	7	0	0	0	0	4	29	4	29	4	29	2	14	2	14
E																					1	7	6	43	4	29	7	50	7	50

#8  
11

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	11	100	5	45	6	55	4	36	1	9	2	18	2	18	4	36	8	73	5	45	1	9	0	0	0	0	0	0	0	0
B			6	55	3	27	3	27	4	36	4	36	9	82	7	64	2	18	4	36	0	0	1	9	2	18	1	9	0	0
C			0	0	2	18	1	9	5	45	3	27	0	0	0	0	1	9	1	9	3	27	0	0	4	36	0	0	3	27
D			0	0		0	1	9	1	9	2	18	0	0	0	0	0	0	1	9	1	9	1	9	1	9	5	45	4	36
E																					5	45	9	82	4	36	5	45	4	36

#9  
11

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	11	100	6	55	4	36	5	45	4	36	5	45	2	18	5	45	7	64	4	36	0	0	0	0	0	0	0	0	0	0
B			4	36	4	36	3	27	1	9	5	45	5	45	4	36	2	18	5	45	2	18	2	18	2	18	1	9	2	18
C			1	9	3	27	2	18	6	55	1	9	4	36	2	18	1	9	1	9	3	27	2	18	4	36	5	45	3	27
D			0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	9	1	9	3	27	1	9	1	9	0	0	1	9
E																					3	27	6	55	4	36	5	45	5	45

#10  
11

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A	11	100	10	91	1	9	3	27	2	18	6	56	5	45	0	0	3	27	3	27	0	0	0	0	0	0	0	0	1	9
B			1	9	9	82	6	56	7	64	3	27	5	45	8	73	5	45	6	56	2	18	0	0	1	9	0	0	2	18
C			0	0	1	9	2	18	2	18	2	18	0	0	3	27	3	27	1	9	1	9	1	9	3	27	2	18	1	9
D			0	0	0	0	0	0	0	0	0	0	1	9	0	0	0	0	0	0	2	18	2	18	2	18	3	27	1	9
E																					5	45	7	64	4	36	5	45	6	56

All Males

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A			91	65	60	43	46	33	50	36	54	39	71	51	65	47	74	52	63	45	5	4	5	4	3	2	6	4	1	1
B	141		40	28	68	49	72	51	65	47	59	42	58	42	63	46	52	37	57	40	37	26	9	6	12	9	16	11	5	4
C			5	4	9	7	16	11	18	13	24	17	8	6	7	5	12	9	20	14	41	29	22	16	28	20	32	23	19	14
D			5	4	3	2	6	4	6	4	2	1	2	1	3	2	3	2	1	1	39	28	42	30	41	29	42	30	27	19
E																					19	13	62	44	56	40	44	31	87	63
			141		140		140		139		139		139		138		141		141		141		140		140		140		139	



## Male By Teacher

#1  
13

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A			7	54	6	46	5	38	3	23	4	31	9	69	5	38	8	62	8	62	2	15	1	8	1	8	1	8	0	0
B	13	100	5	38	6	46	7	54	6	46	7	54	3	23	8	62	3	23	3	23	2	15	1	8	0	0	1	8	0	0
C			1	8	0	0	0	0	4	31	2	15	1	8	0	0	2	15	2	15	2	15	0	0	0	0	0	0	1	8
D			0	0	0	0	1	8	0	0	0	0	0	0	0	0	0	0	0	0	4	31	4	31	4	31	4	31	1	8
E																				3	23	7	54	7	54	6	46	10	77	

#2  
9

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A			6	66	3	33	2	22	3	33	3	33	4	44	3	33	5	55	2	22	1	11	0	0	0	0	0	0	0	0
B	9	100	2	22	5	55	4	44	5	55	3	33	5	55	5	55	3	33	6	66	0	0	0	0	0	0	1	11	0	0
C			1	11	1	11	3	33	1	11	3	33	0	0	0	0	1	11	1	11	5	55	2	22	2	22	1	11	0	0
D			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	11	5	55	4	44	4	44	3	33	3	33
E																				2	22	2	22	3	33	3	33	6	66	

#3  
13

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A			9	69	5	38	3	23	3	23	5	38	5	38	6	46	4	31	5	38	1	8	1	8	1	8	1	8	1	8
B	13	100	3	23	7	54	8	62	8	62	5	38	8	62	7	54	8	62	6	46	5	38	0	0	0	0	3	23	0	0
C			0	0	1	8	2	15	2	15	3	23	0	0	0	0	1	8	2	15	3	23	2	15	5	38	3	23	1	8
D			1	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	23	4	31	3	23	4	31	2	15
E																				1	8	6	46	4	31	2	15	9	69	

#4  
14

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A			11	79	4	29	5	36	5	36	7	50	6	43	5	36	9	64	6	43	0	0	0	0	0	0	1	7	0	0
B	14	100	2	14	8	57	6	43	4	29	5	36	6	43	8	57	3	21	7	50	3	21	0	0	1	7	1	7	0	0
C			1	7	1	7	2	14	3	21	2	14	2	14	1	7	2	14	1	7	4	29	4	29	5	36	5	36	1	7
D					1	7	1	7	1	7	0	0	0	0	0	0	0	0	0	0	6	43	6	43	4	29	4	29	3	21
E																				1	7	4	29	4	29	3	21	10	71	

#5  
17

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A			9	53	6	35	4	24	7	53	6	35	5	29	6	35	4	24	5	29	1	6	2	12	0	0	2	12	0	0
B	17	100	5	29	8	47	13	76	7	41	8	47	10	59	9	53	11	65	8	47	6	35	2	12	4	24	2	12	0	0
C			2	12	2	12	0	0	2	12	3	18	1	6	2	12	1	6	3	18	8	47	3	18	4	24	5	29	8	47
D			1	6	1	6	0	0	1	6	0	0	1	6	0	0	1	6	1	6	1	6	5	29	6	35	6	35	4	21
E																					1	6	5	29	3	18	2	12	5	29

#6  
13

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home	Teased		Threatened		Left out		Hit, kicked		Rumors		
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A			8	31	3	23	4	31	4	31	3	23	3	23	4	31	4	31	4	31	0	0	0	0	1	8	1	8	0	0
B	13	100	4	62	8	62	6	46	7	54	7	54	7	54	7	54	6	46	8	62	4	31	1	8	1	8	3	23	1	8
C			0	0	2	15	2	15	1	8	2	15	0	0	0	0	3	23	1	8	3	23	1	8	2	15	4	31	3	23
D			0	0	0	0	1	8	0	0	0	0	1	8	1	8	0	0	0	0	5	38	1	8	2	15	3	23	1	8
E																				1	8	9	69	7	54	2	15	8	62	

#7  
16

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A			12	75	11	69	6	38	6	38	5	32	11	69	8	50	11	69	8	50	0	0	0	0	0	0	0	0	0	0
B	16	100	4	25	5	32	8	50	8	50	5	32	5	32	5	32	4	25	4	25	4	25	1	6	2	13	0	0	2	13
C			0	0	0	0	2	13	2	13	5	32	0	0	2	13	0	0	4	25	6	38	4	25	3	19	5	32	1	6
D			0	0	0	0	0	0	0	0	1	6	0	0	0	0	1	6	0	0	6	38	8	50	4	25	5	32	3	19
E																				0	0	3	19	7	44	6	38	10	63	

#8  
12

	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A			6	50	4	33	2	17	2	17	3	25	7	58	5	42	6	50	6	50	0	0	0	0	0	0	0	0	0	0
B	12	100	5	33	6	50	7	58	8	67	6	58	3	25	5	42	5	42	3	25	2	17	0	0	2	17	0	0	0	0
C			0	0	1	8	1	8	1	8	2	17	2	17	0	0	1	8	3	25	3	25	0	0	1	8	0	0	0	0
D			2	17	1	8	1	8	1	8	0	0	0	0	2	17	0	0	0	0	5	42	3	25	5	42	6	50	4	33
E																				2	17	9	75	4	33	6	50	7	67	

#9  
18

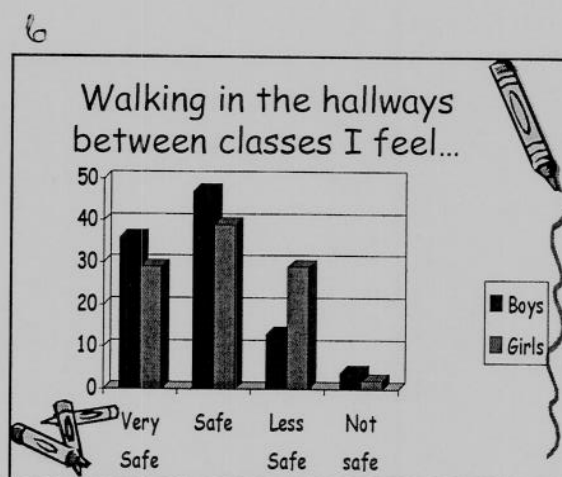
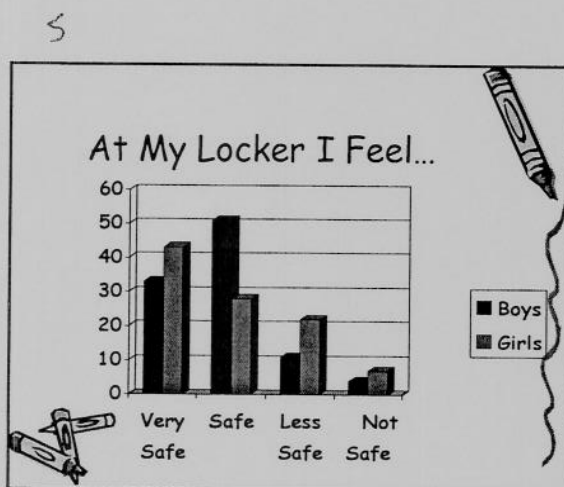
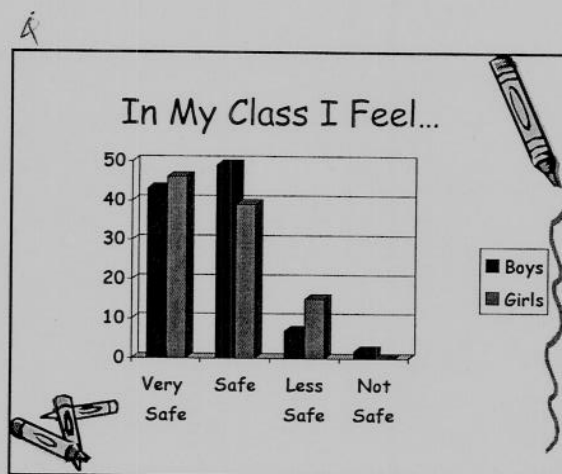
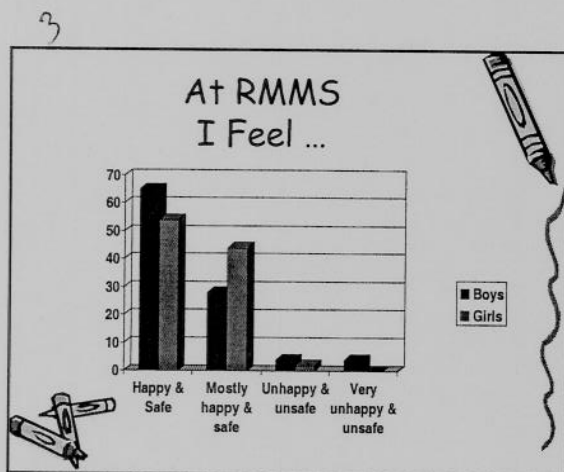
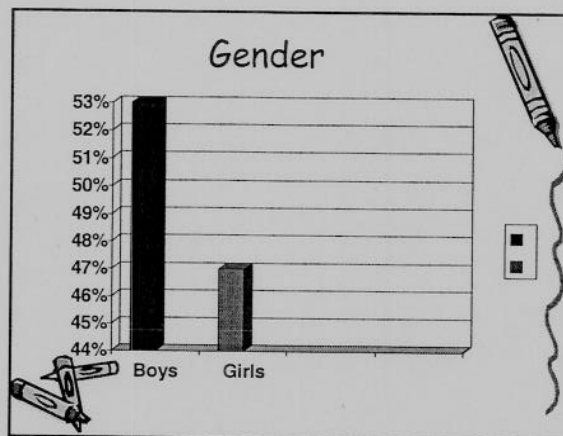
	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A			12	67	12	67	11	61	11	61	11	61	12	67	12	67	14	78	13	72	0	0	0	0	0	0	0	0	0	0
B	18	100	5	28	6	33	7	39	6	33	6	33	6	33	5	28	4	22	5	28	5	28	0	0	1	6	1	6	1	6
C			0	0	0	0	0	0	1	6	1	6	0	0	1	6	0	0	0	0	3	17	5	28	2	11	4	22	1	6
D			1	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	28	2	11	7	39	4	22	5	28
E																				5	28	11	61	8	44	9	50	11	61	

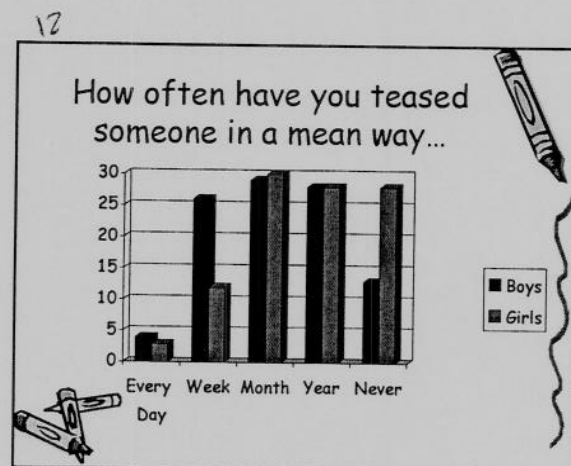
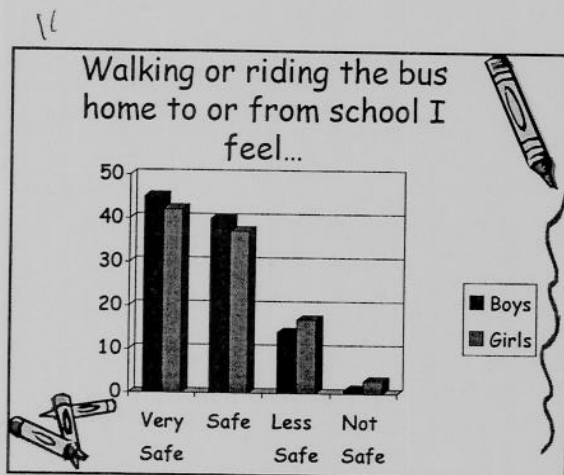
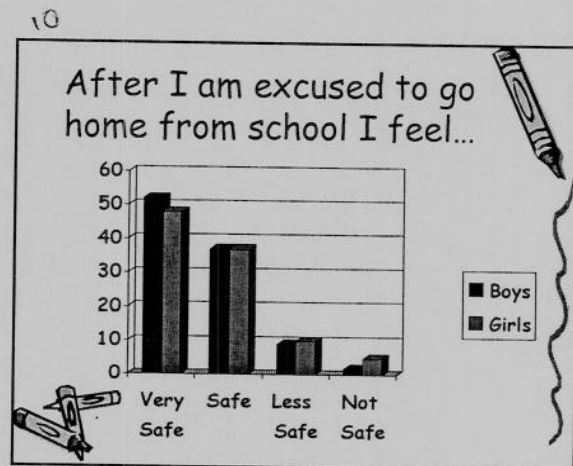
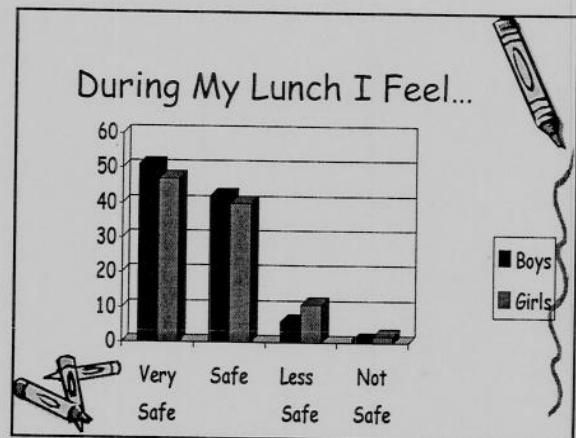
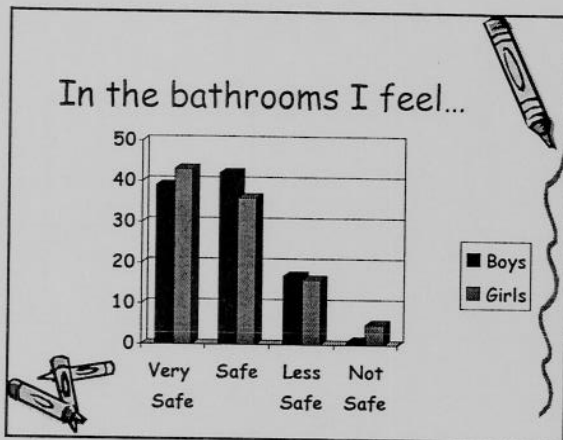
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	Gender		RMMS		Class		Locker		Halls		Bathrooms		Lunch		Before		After		Going Home		Teased		Threatened		Left out		Hit, kicked		Rumors	
	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
A			11	69	6	38	4	25	6	38	7	44	9	56	11	69	9	56	6	38	0	0	1	6	0	0	0	0	0	0
B	16	100	5	31	9	56	6	38	6	38	7	44	5	31	4	25	5	31	7	44	6	38	4	25	1	6	4	25	1	6
C			0	0	1	6	4	25	1	6	1	6	2	13	1	6	1	6	3	19	4	25	1	6	4	25	5	31	3	19
D			0	0	0	0	2	13	3	19	1	6	0	0	0	0	1	6	0	0	3	19	4	25	2	13	2	13	1	6
E																					3	19	6	38	9	56	5	31	11	69

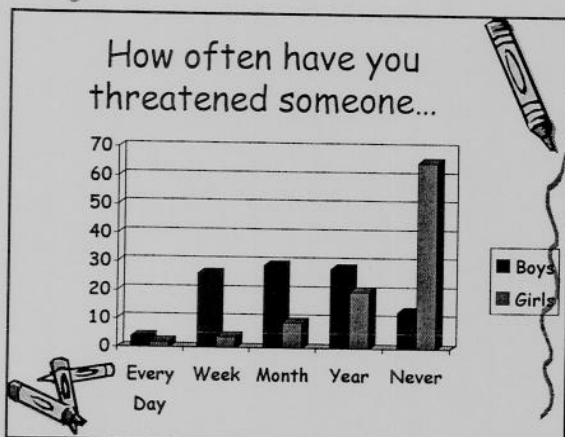


# RMMS 6<sup>th</sup>. Grade Bully SURVEY

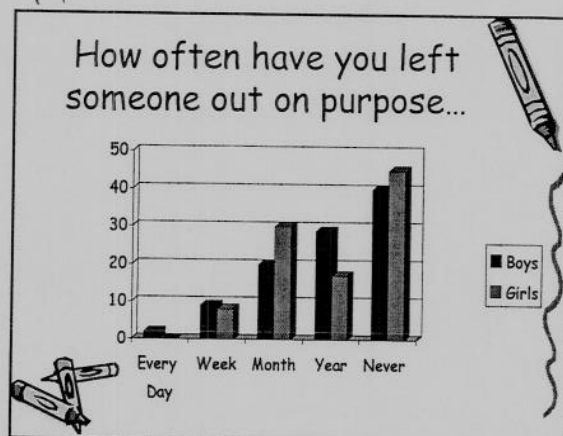




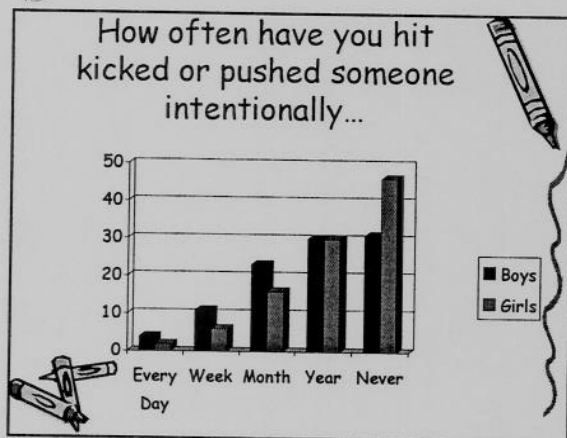
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14



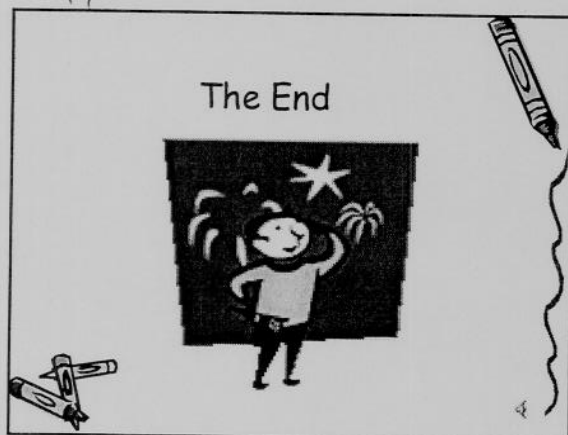
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17

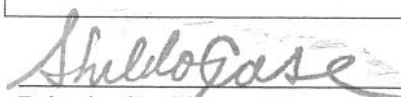


# Utah CGP- Individual Planning: SEOP Closing the Gap Results Report 2003-2004\*

School: Rocky Mountain Middle School


District: Wasatch School District

Counselor	Annette Probst and Allan Whitmore
Target Group	20 seventh grade students who are considered "At-Risk", these students are not being served by Sp.Ed. or a 504.
Curriculum and Materials	The students were involved in a Study Skills Class, one period a day for 45 min. Teaching included: organization, being prepared, tracking weekly progress, making-up past assignments.
Start Date/End Date	Sept. 1, 2004 to May 26, 2005
Process Data (# of students affected)	We tracked 20 students weekly, checking on grades, attendance, and provided individual counseling for those who requested services, we kept were up to date on their individual family situation. Comparing 1 <sup>st</sup> term grades to 3 <sup>rd</sup> and 4 <sup>th</sup> term grades. Also, 2004 Core Test results to 2005 Core Test results. We also sat in on teacher's team meeting in order to gain teachers reports and progress on these students.
Perception Data (Pre and posttest competency attainment or student data)**	We felt that by providing resources for these "At-Risk" students would increase test scores, improve academic performance, and thus provide students with a sense of success and accomplishment. Once these resources were implemented and the tracking began, students were excited and eager to do well. We found that 1 <sup>st</sup> term went well. Also, not all students started out in a study skills class. Some were placed there after grades and momentum started to decline. Students, for the most part, felt good about their accomplishments, all of the students had on going family issues, which causes a variation in their school performance and especially in their attendance.
Results Data (How did the student change as a result of the lesson or activity)	1 <sup>st</sup> term students started off well, absents were low, motivation was high. 3 <sup>rd</sup> term 45% of the target students grades had dropped, and absents had increased. 4 <sup>th</sup> term 75% of the target students grades had increased and absents had decreased. 4 <sup>th</sup> term 95% of the target students were involved in a study skills class. The target students Utah State Core Test resulted showed that 14 out of the 20 students, or 70%, tests scores went up. Of the 6 students whose scores went down, 4 of those students had excessive absences/tardies.
Implications (What do the data tell you?)	Through the Study Skills Class the Students learned better study habits, and relied on tracking their progress. "AT-Risk" students need continued support and tracking. A student's attendance reflects on the student's performance. Poor attendance, poor test score, poor academics. Family problems, and family issues, contribute to the students' performance in school.

  
Principal's Signature

6-01-05  
Date

1<sup>st</sup> Staff Meeting 2005  
Date of Staff Presentation

  
Prepared By

  
 ENTERED

Name	1 <sup>st</sup> term	3 <sup>rd</sup> term	4 <sup>th</sup> term	Study skills	Absence (periods)	Core Test 6 <sup>th</sup>	Core Test 7 <sup>th</sup>
[REDACTED]	3.428	2.667	3.333	Y	167	60%	57%
[REDACTED]	2.000	2.231	2.923	Y	91	n/a	84%
[REDACTED]	2.809	1.619	1.952	Y	315	70%	54%
[REDACTED]	2.523	2.952	2.714	Y	330	65%	60%
[REDACTED]	3.500	2.952	1.666	Y	255	50%	71%
[REDACTED]	2.944	3.000	3.238	Y	116	43%	58%
[REDACTED]	2.952	1.762	1.476	Y	126	75%	77%
[REDACTED]	2.333	1.833	2.722	Y	325	51%	60%
[REDACTED]	1.307	3.000	3.444	Y	120	70%	73%
[REDACTED]	1.809	2.278	2.722	Y	366	75%	84%
[REDACTED]	2.888	2.428	3.111	Y	104	40%	63%
[REDACTED]	2.047	1.762	1.952	N	276	49%	N/A
[REDACTED]	1.500	1.762	1.388	Y	144	70%	84%
[REDACTED]	1.666	2.666	3.400	Y	416	n/a	83%
[REDACTED]	3.047	2.809	3.238	Y	366	91%	89%
[REDACTED]	2.619	2.047	2.523	Y	149	73%	89%
[REDACTED]	2.222	1.541	1.625	Y	89	74%	73%
[REDACTED]	3.611	3.047	3.238	Y	75	54%	58%
[REDACTED]	2.905	3.047	2.095	Y	123	36%	50%
[REDACTED]	2.944	3.143	3.190	Y	190	55%	74%



**Utah CGP- Closing the Gap Action Plan (Small Group) 2004-2005\***

School: Rocky Mountain Middle School

District: Wasatch School District

Target Group: 7<sup>th</sup> Grade At risk students (targeting students not being served by 504 or Special Education).

Target Group selection is based upon the following data/information/ School improvement goals:

School Improvement Goal #1-2—1. The percentage of students in the Mastery and Near Mastery levels of proficiency in Language Arts and General Math will increase by 3 % or be equal to the state percentage of students in the Mastery and Near mastery levels of proficiency at the end of the 2004-2005 school year. The increase will be assessed by the End of Level CRT State Test in those subject area.

Intended Behavior	To help provide support and service to students who are having difficulties in school due to low school performance, poor attendance, and stressful family issues. To improve students academic performance and test scores. To provide students with a sense of success and accomplishment.	
Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Standard-DRAFT AL:A Students will acquire the attitudes, knowledge and skill that contribute to effective learning in school and across the life span. LC:C Student will use strategies to achieve future life/career goals. PS:B Students will identify and utilize processes to set and achieve goals, ,ale decisions, and solve problems. PS:C Student will develop the resiliency skills necessary for safety and survival.	
Activity to be Delivered in What Manner?	Gathering data selecting target students. Meeting with individual students to discuss problems and solutions. Placement in Study Skills Class. Conference with parents and teachers Reviewing what services are needed for each student. Evaluate if Sp.Ed. testing or a 504 placement may benefit the student. Tracking Team meetings to discuss the students performance and progress.	
Resources/ Staff Development Needed.	1. Guidance Counselors 2. Study Skills Teachers 3. Special Education Teachers 4. Teacher's tracking students 5. Parents	
Evaluation Method (how do you measure results?)	Tracking Comparing last years 4 <sup>th</sup> term grades to this years 1 <sup>st</sup> term grades Core testing results—2005 Teacher Reports Student Reports	
Start/End Dates	Start: Sept. 2004. End: May 2005 Tracking throughout school year	
Projected # of Students Impacted	20 to 30 students	

Shirley Gorse  
Principal's Signature

13 Oct 04  
Date

\_\_\_\_\_  
Date of Staff Presentation

[Signature]  
Prepared By

11/15/05

# Utah CGP-Guidance Activities Result Report (Large Group) 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Wasatch Mt. Junior High District Wasatch

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
All	All 9th Graders	"What can a Zero do for you" Presentation	Oct 1, 2005 Oct 30 2005	All 9th graders ~ 300		Prior to intervention, 15% of all assignments not turned in - After intervention, only 10% of assignments not turned in	Presentation helped students understand how 0's affect grades

Dan Breen 6/10/05  
Principal's Signature Date

Date of Staff Presentation

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

JWH  
Prepared By

\*\*Include actual numbers and attach data, examples and documentation



**ENTERED**

# Utah CGP- Closing the Gap Results Report (Small Group) 2004-2005\*

Due to USOE June 15, 2005; may be submitted in other formats but include all information as required below.

School Wasatch Mountain Junior High District Wasatch

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
ALL	Low achieving students as demonstrated by GPA	N/A	Jan 2005 May 2005	12		2 <sup>nd</sup> Term GPA = .63 3 <sup>rd</sup> Term GPA = 1.107 4 <sup>th</sup> Term GPA = 1.44	Meeting with low-achieving students is helpful, but not enough

[Signature] 12/10/05  
Principal's Signature Date

Date of Staff Presentation

[Signature]  
Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

\*\*Include actual numbers supporting conclusions and attach data, examples and documentation

ENTERED